EDUCATION CABINET
Office of Career and Technical Education
Crosswalk Between
Kentucky Department of Education's (KDE) 17 Research-Based Leverage Points for Successful Schools and
Office of Career and Technical Education's (OCTE) 21 Program Assessment Standards

KDE has identified 88 Standards and Indicators for School Improvement (SISI). Following are the 17 of the 88 that have been identified as research-based leverage points evident in successful schools.

OCTE has identified 21 standards that indicate a quality Level III industrial education program. These 21 standards are cross-referenced to KDE's 17 leverage points.

KDE Leverage Points	Description of the 17 KDE Leverage Points for Successful Schools	OCTE Program Assessment Standards	Description of OCTE Program Assessment Standards
1	***Academic Performance – Curriculum*** *Rigorous, intentional and aligned* The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.		Curriculum is aligned with business and industry standards. Agreements are in place with KCTCS to allow students to receive dual credit for courses completed at the secondary level and for the credits to directly transition to the postsecondary level and apply toward advanced degrees.
1.1d	Vertical communication w/focus on key transition points	*01*	***Curriculum*** Copy of KY Tech curriculum Copy of Kentucky Community and Technical College (KCTCS) curriculum
		03	***Lesson Plans*** Copies of lesson plans with course number and task number(s) identified
		07	***Links to Postsecondary Education*** Copies of articulation/dual credit agreements Copies of students' enrollment in KCTCS

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2	*Academic Performance – Classroom Evaluation/ Assessment - **Multiple Evaluation and Assessment Strategies*** The school uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.		Teachers use data from classroom, CATS and Skills Standards assessments to modify instruction.
2.1d	Test scores used to identify gaps in the curriculum Staff reviews data disaggregated by gender, race, and economic level.	*05*	*CATS and Skill Standards Assessments* Copies of CATS scores from feeder schools Copies of Skill Standards assessment results
2.1h	Student work analyzed The school staff reviews results	*03*	*Lesson Plans* Copies of classroom assessments
		05	*CATS and Skill Standards Assessments* Documentation of writing portfolio training Copies of students' writing portfolios
		18	*Professional Development Plan* Copy of Professional Development Plan
		19	*Program Improvement Plan* Copy of school strategic plan or CSIP

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3	*Academic Performance – Instruction* *Instructional Program Engages All Students* The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.		Principals/teacher mentors observe instruction and ensure that areas needing further work are addressed in teacher professional growth plans. Students engage in open-response, writing, and reading learning activities.
3.1b	Instructional strategies/activities aligned with goals	*01*	*Curriculum* Copy of KY Tech curriculum Copy of KCTCS curriculum Syllabus for each course
		02	*Certificates* Copies of industry certificates available
		03	*Lesson Plans* Copies of lesson plans with course and tasks being taught identified
		18	*Professional Growth* Copy of professional growth plan

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4	*Learning Environment – School Culture* *Effective Learning Community with Climate* The school/district functions as an effective learning community and supports a climate conducive to performance excellence.		The program/area center schedule is aligned with the schedule and scheduling policies at the feeder high school.
4.1f	Effective assignment and use of staff strengths	*02* *05* *10* *18*	*Certificates* Copy of master schedule *CATS and Skill Standards* Copies of collaboration and integration projects Copies of enrollment of special populations *Facility Safety* Copies of enrollment and/or class rolls *Professional Growth* Copy of teaching certificate

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5	*Learning Environment – Student, Family and Community Support* *School Works with Families/Community to Remove Barriers* The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.		All students have equal access to work-based learning and student organization activities, guest speakers, field trips, outside work projects, and opportunity for community involvement.
5.1b	All students have access to all curriculum	*02* *05* *10*	*Certificates* Copy of master schedule *CATS and Skill Standards* Copies of enrollment of special populations Copies of student IEPs *Facility Safety* Copies of enrollment and/or class rolls
5.1d	Student instructional assistance outside of classroom	*06* *12* *17*	*Public Relations* Evidence of guest speakers, field trips, outside work projects and community service *Student Organizations* Copies of minutes, technical competition, leadership development, program of work, and community involvement *Work-Based Learning* Copies of work-based learning agreements, tasks performed, evaluations and visitation records

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6	*Learning Environment – Professional Growth, Development and Evaluation* *Researched-based, Professional Development and Performance Evaluation to Improve Teaching and Learning* The school/district provides research-based results, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.		The principal and teacher use the teacher's evaluation, program evaluation, and student achievement data to develop the teacher's professional growth plan.
6.1b 6.2c	Building capacity with on-going PD Evaluations and growth plans effectively used	*18*	*Professional Growth* Copies of Professional Growth Plans Copy of Technical Update offerings
6.2e 6.2f	Instructional leadership needs addressed Leadership provides evaluation follow-up and support	*04*	*Evaluations* Copies of student evaluations Copies of craft advisory committee recommendations Copies of program assessment ratings
		19	*Program Improvement Plan* Copies of program improvement plan Copy of school plan

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7	***Efficiency – Leadership*** ***Instructional Decisions Focus on Support for Teaching/Learning, Organizational Direction, High Performance Expectations, Learning Culture, and Developing Leadership Capacity*** School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.		Each area center principal develops an individual growth plan.
7.1c 7.1d	Leadership personal PD plan focused on effective skills Leadership disaggregates data		Copy of principal's individual growth plan Documentation of principal's effective leadership hours earned Copy of principal's professional development plan as reviewed by area supervisor Copy of Perkins reports to analyze data comparing academic achievement of diverse populations Copy of school plan
8	***Efficiency – Organizational Structure and Resources*** ***Organization Maximizes Time, Space, Resources*** There is evidence that the school is organized to maximize use of all available resources to support high student and staff performances.		Equipment and supplies purchases are aligned to the curriculum guidelines. Discretionary funds are spent in accordance with Perkins guidelines.
8.2b 8.2c	Discretionary funds allocated on data based needs Funds aligned with CSIP goals	*19* *20*	***Program Improvement*** Copies of program improvement plans ***Resources*** Copies of school and program budgets Copy of mission statement Copy of school budget Copy of school plan Copy of Perkins plan

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9	*Efficiency – Comprehensive and Effective Planning* *School Improvement Plan* The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.		Each KY Tech area center is developing a school improvement plan.
9.3b	Staff analysis student learning needs	*04*	*Evaluations* Copies of student evaluations Copies of craft advisory committee recommendations Copies of program assessment ratings
9.6b	Evaluate degree of student learning set by plan	*05*	*CATS and Skill Standards* Copies of CATS scores from feeder schools Copies of Skill Standards assessment results

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Equal Education and Employment Opportunities M/F/D